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ABSTRACT

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within regular school subjects. For the elementary level, career awareness is the main thrust in this program to integrate students and community. Self-development and understanding is stressed and activity and student involvement is the theme. The format for grade one, performance objectives and criterion test rationale, and major objectives are included in the introduction. The teacher aids section provides suggestions for activities, and the guidance component includes six activities organized as a guidance kit directed toward self-understanding and awareness of interpersonal relations and independence. The two methods utilized for grade one are: (1) the development of self-understanding through inquiry, discussion, and listening, with a variety of activities; and (2) the integration of curriculum with careers through learning activities. The career units are divided into four areas: introduction (10 activities); school workers (41 activities: introduction, teachers, counselors, principals, secretaries, custodians, librarians, special educators, cooks, bus drivers, and conclusion); family workers and helpers (36 activities); and health and hygiene (24 activities); doctors and dentists, hospital personnel, barbers and hairdressers, sanitation workers, and conclusion). (JB)

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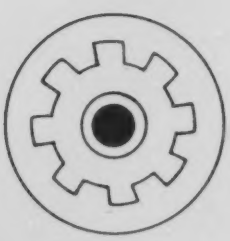
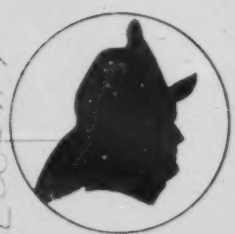
CAREER AWARENESS

Grade 1





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BOISE IDAHO

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CAREER AWARENESS

Grades 1 - 6

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
1207 Fort Street
Boise, Idaho 83702

Dr. Stephenson S. Youngerman, Jr.
Superintendent

David Brandt
Director Elementary Education

George King
Career Education Supervisor

George Washburn
Career Development Counselor

PREFACE

The Career Awareness curriculum in this book was developed through a "Part C" grant from the U. S. Office of Education from March, 1972 through June, 1973, and administered by the Idaho State Department of Vocational Education. The units were developed and written by Boise Independent School District personnel with the exception of the introductory unit at the beginning of each grade. These six units were assembled from Career Education: An Idea Book, K-6 Resource Guide Project Committee, Portland Public Schools, Oregon. The activities included in this book are some of the ideas relating to careers which are being used to some degree in many classrooms. It is the purpose of this program to gather many of these ideas and make them available to all teachers in an integrated format within most subject areas.

The project has been evaluated by a third party evaluation team, Educational System Planning of Eureka, California, as required by the project. The interim evaluation report in March, 1973 stated, "The major conclusion regarding this project is that it seems to be an overwhelming success and is providing a viable model for relevant education for students as well as meeting the Career Education Awareness objectives."

The project presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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Audrey Harvey,	Grade 1
Barbara Diener,	Grade 2
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Joyce Swensen,	Grade 4
Gordon Pierce,	Grade 5
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George Washburn
Career Awareness Project Director

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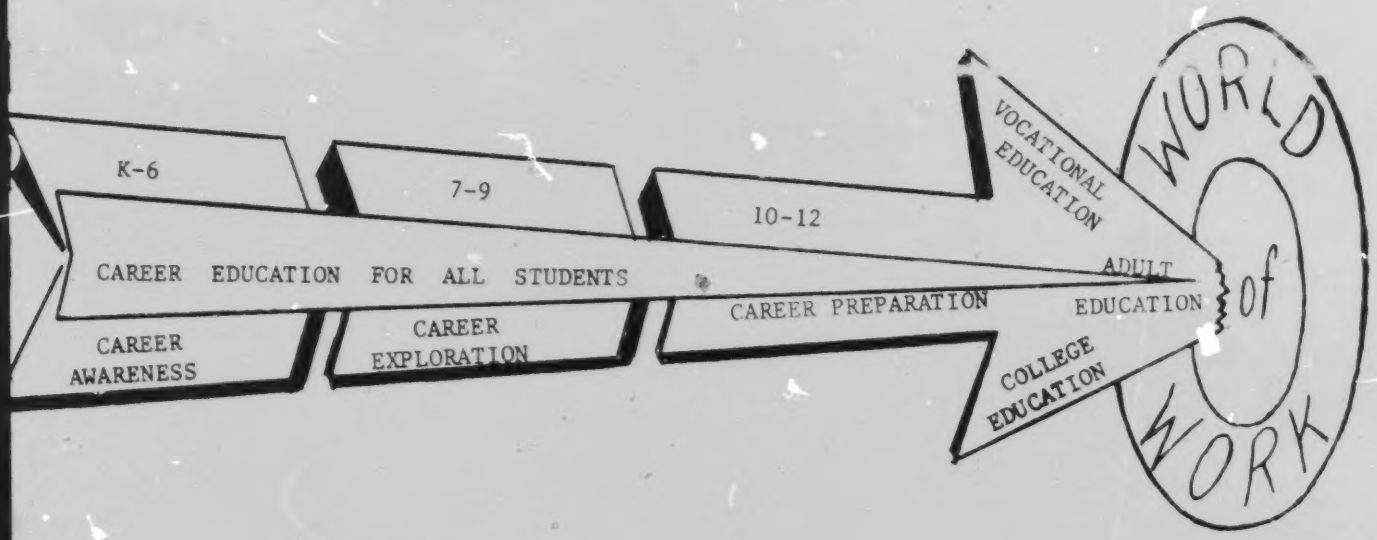


ELEMENTARY

CAREER AWARENESS: An on-going program integrated into the regular school curriculum utilizing all disciplines. The major emphasis is to take students into the community and to bring the community into the classroom. Self development and understanding is stressed. Activity and student involvement is the theme.

JUNIOR HIGH SCHOOL

CAREER EXPLORATION: Implementation of an inderdisciplinary "hands-on" Career Exploration and Orientation program. Utilization of a Career Guidance Center, community exploration and major subject area involvement.

SENIOR HIGH SCHOOL

CAREER PREPARATION: Skills training, an on-going program with classes in the following cluster areas:

- Food Service
- Marketing
- Health Occupations
- Mechanical and Repair
- Service

A Career Guidance Center involving students, faculty and community in the career decision making process.

Why Career Education?

Young people of today are leaving school and facing an ever increasingly complex industrial world. In many instances, though they have taken the prescribed curriculum, they are not adequately prepared to meet the demands of this complex industrial world. Students for the most part are unaware of the many career opportunities that are available to them. They are unaware of those areas that best fit their particular talents and personality. They are unaware of what is necessary to be successful in an occupational role. Students are also unaware of how choosing a career can affect many facets of a person's life such as his leisure time activities, where he lives, his friends, etc. A broad educational background is necessary to meet the ever changing occupational fields; however, students often fail to see the relationships between the courses they are taking in school at the time they are taking them and the real world. Career Education can be a practical means of meeting the needs of these young people.

One of the major goals of education is to provide each student the opportunity to acquire the skills and attitudes necessary for him to make a livelihood regardless at which level of the educational system he leaves. The public school has a unique role to play in the development of these skills and to assist in the process of career decision-making for each individual.[1]

Career Education is an integrated planned approach of incorporating career information within the regular school subjects. It will relate the school subject to the world of work in such a way the student can best see an additional need and purpose for the subject. It should help provide further incentive for that student to get the most out of every discipline in his school day. In addition, it can help focus on the need for further study in related subject areas which will prove helpful for eventual career choices, interests, and life styles.

Career education is not a program for high school seniors in their last semester before they face the world of work. Choosing a career begins with knowing what is available, studying the possibilities, and experiencing the work situation first hand.

1. CAPES State Department of Education, Olympia, Washington

Pre-school children's play revolves around work roles, they are curious and open-minded to all possibilities. Elementary school is the period to make children aware that there are more possibilities than the fireman, policeman and postman. It is the beginning step in the developmental process of career choice. Junior high school students can explore areas of work in some detail that most interest them. They should be able to look at a job first hand, try it out, decide if it is what they assumed it would be. Through looking into these areas through regular school subjects, students will be able to make more realistic choices of high school subject areas, - those that will be most beneficial to their future aspirations.

Career education, then, focuses upon the importance of introducing adequate work-related experiences for children from the time they enter school. The intent is not to force a student into an early decision, but to give him a wide base of experience so that when he does make a decision, it will be a realistic one supported by a background of many experiences.

The program involves individual and group counseling opportunities throughout the students' schooling. Since most people who lose their jobs do so through interpersonal relationship problems, the counseling component will stress self awareness and understanding, cooperation and many other aspects necessary for social and occupational fulfillment. Specific occupational guidance is only one portion of the program objective. The larger goal is the student's understanding of those attributes necessary for a successful life.

The aim of career education is not to add to an already crowded curriculum, but to provide a way in which skills that are already taught can be associated with the world of work.

CAREER AWARENESS FORMAT - Grade 1

The purpose of career awareness is to develop an appreciation for the entire world of work throughout the United States. To insure a broad coverage of all aspects of work, the clusters developed by the United States Department of Health, Education and Welfare are employed. These are:

- Business and Office
- Consumer and Home-making Related
- Communications and Media
- Fine Arts and Humanities
- Hospitality and Recreation
- Environmental Control
- Personal Service
- Manufacturing
- Transportation
- Health
- Public Service
- Agri-Business and Natural Resources
- Marine Science
- Construction
- Marketing and Distribution

Within these clusters a range of specific jobs is covered which are representative of similar jobs in other occupational areas and can also lead to discussion of other jobs in that specific industry. The intent is to show the relationships of these occupations with the specific job being studied.

Grade one will employ two methods of study. First, the class will use the American Guidance Service kit Developing Understanding of Self and Others (Duso). The kit is described as follows: "The Duso activities focus upon helping children understand themselves and others and toward this end, make extensive use of a listening, inquiry, and discussion approach to learning. The variety of activities includes role-playing, puppetry, group discussion, problem situations, supplementary reading suggestions, music and art.

This kit is designed to provide activities every day or as often as the teacher desires. It can be used during the entire school year.

The second part of the career awareness study will begin the first semester with the units covering the "Introduction" and "School Workers". These might be used simultaneously as the teacher chooses. The third nine weeks the class should study "Family Workers and Helpers" and the final quarter "Models Who Protect Our Health and Hygiene".

Each unit in this curriculum has from five to fifteen activities. The activities are flexible and can be worked on a one-a-day basis or however the teacher wishes to introduce them. You, as a teacher, are to choose from among the activities those that best fit your teaching style and present curriculum. It is not anticipated that you will use all activities as time will probably not allow this, but it is hoped you will consider many of them. It is emphasized that one of the main purposes of the program is to show a relationship between school subjects and careers; therefore, the activities are designed to be taught within subject areas. Creating a "career subject" is discouraged.

The materials for these units are in your building. It is up to the first grade teachers in the building to schedule the use of these materials. If you wish resource speakers in any of your study areas, contact the career awareness technician for assistance.

Some films and filmstrips are to be ordered from Boise Schools IMC. These are the ones listed on the materials page with an IMC number. The teacher will do this ordering since we won't know the exact day you will need them. There are also films listed from Boise State College. Remember the B.S.C. films are rental. Perhaps a rented film could be used by all of one grade level for the three days you have it.

The career awareness curriculum is in a constant state of revision. If you have tried a successful activity that is not in this guide, let the CA office in on it. In turn, we will inform others. We are also looking for materials which enhance the educational program.

The success of the career awareness program depends on the involvement in your classroom. The purpose of our services is to help you become involved with a minimum of extra work. If we are not adequately providing this service, bring it to our attention.

The following is a statement from Joyce Swensen, fourth grade teacher in the pilot program at Garfield Elementary School. It reflects the statements submitted by all the pilot teachers.

"From the standpoint of the teacher, I would be very happy to incorporate Career Awareness into the existing curriculum. I have been pleased with the way it enhances the subject matter we ordinarily study in the fourth grade. The field trips, resource persons, and interesting projects we have carried on, have greatly added to the appeal and knowledge of the subject matter. Classroom management has been better because of interest. Discussion of behavioral expectations and evaluations have also helped.

"I am not saying extra effort is not required on the part of the teacher. It is. However the CA program has helped me to become more organized and able to meet deadlines. Flexibility is required, but I think it is good. With the CA office making arrangements for materials, resource persons and field trips, the job has been much, much easier.

"The community has become increasingly more aware and involved with what is happening in the classroom. My experience has been that this program has made many friends for the school district.

"Adapting existing curriculum around careers has not decreased knowledge in core subjects, but has added meaning to the need for it. With sharpened interest, learning is speeded up.

"Students are very much in favor of continuing in career awareness programs - as are parents. Absenteeism has been greatly reduced this year. I feel interest has much to do with it.

"Scholarship does not seem to change to a great degree. Good students will probably do well under most any type of classroom organization. Poor and average students, I feel, have done better. Vocabulary has increased greatly.

"Knowledge and awareness of jobs and careers has greatly increased. Students are aware of the world of work and the respectability and desirability of working and doing a good job in any field. I feel this has been our goal and it has been reached."

PERFORMANCE OBJECTIVES AND CRITERION TESTS RATIONALE

The rationale for this particular evaluation system is that criterion tests should not only determine performance, but also contribute to the students ability to perform. That is, whenever possible, criterion tests should be learning activities. It will be apparent that if a child merely participates in many of the suggested activities (criterion tests) that he has met the stated objective. They are written in such a manner that participation would be impossible without using the knowledge and abilities called for in the objective.

This is an effort to move away from traditional measures of performance inorder to better evaluate what conceptual knowledge the learner has acquired. To often we not only measure his conceptual understanding of the material, but inadvertantly, by the type of test we give, measure his reading, writing, and verbal skills. By providing several types of tests (activities) the teacher is free to choose which one will best allow a particular child to communicate his degree of conceptual understanding. If increased proffiçiency in reading, writing, and verbal skills are not one of the project objectives, then they should not figure into the evaluation. This system provides a child with a better chance of successfully demonstrating the conceptual understanding called for in the objective regardless of his reading, writing, or verbal skill.

These criterion tests, as written, reduce the likelihood of a child "feeling good" about what he is learning, and then failing because of low skill in another area such as reading and writing. He can now demonstrate in a variety of acceptable ways, that indeed he does understand!

If a teacher is in doubt about whether or not a particular student "has" met an objective during a group evaluation activity, the teacher can evaluate by exception. This could take the form of individual conferences or some written activity. This allows the teacher to save time in evaluation since only the exceptions are "spot-tested", the rest of the students are assumed to have

"learned" if they complete the criterion test.

The hardest part of this criterion evaluation system is for the practitioner to over-come the mental set that evaluation must be of the Normative (standardized) type. In criterion evaluation the practitioner decides what is an acceptable indication of a student having "learned" and does not need worry about "item analysis, validity, reliability etc.," in the normative-evaluation sense. The normative-evaluation is being done by the use of pre-tests and post-tests. The type of criterion-evaluation used here is legimate and is being used more and more in education.

Criterion Tests

The objectives that are being tested state what the student is expected to be able to do when he has achieved the objective. The tests are designed to measure only what is stated in the objective. In this way, the student and teacher both know what is expected and what will be tested.

Criterion tests evaluate what a student does or does not do. Students are not evaluated against national norms or the achievement of other students.

The objective is stated at a level of specificity so that the completion of an objective is determined by either yes or no. In a criterion test, it is not possible to achieve an objective at 70, 80, or 90 percent. Therefore, test results state what a student can demonstrate, not the percentage of demonstration or how he performs compared to other students.

The percentage is a determination of program success and is not a concern of the teacher on a day-to-day evaluation basis, which is either 100% achievement by an individual or "not yet achieved".

CAREER AWARENESS -- OBJECTIVES

GRADE I

1. To develop a positive attitude of self worth.

2. To develop an awareness of others' rights and needs.

3. To develop an awareness of basic human values.

4. To develop ideas that respect, kindness and consideration contribute to effective living.

5. To develop an awareness of my strengths and weaknesses.

6. To develop an awareness of the similarities and differences in others.

7. To learn the responsibility of taking care of property, both mine and others.

8. To develop positive attitudes toward the world of work.

9. To develop the attitude that all work contributes to society and is meaningful.

10. To develop the attitude that cooperation in jobs at home leads to better family relationships.

11. To become familiar with jobs performed by members of the family.
    a. To be able to identify what father's work is and some of the tasks he performs at his job.

    b. To be able to identify what mother's work is and some of the tasks she performs on this job.

    c. To be able to identify other family members' work and some of the tasks they perform on their jobs.

12. To have some degree of knowledge of the work performed by parents of classmates.

13. To become familiar with the jobs of all employees of this school and the work they perform.

14. To become familiar with the vocabulary connected with job areas discussed.

15. To present appropriate occupational information for the models who protect our health and hygiene.

TEACHER AIDS

HINTS TO TEACHERS - GROUP ACTIVITIES

In the career awareness materials there are many small group activities to be carried out by the students. Because students have learned to function individually and for their own goals, learning to participate productively within a group and for group goals calls for special efforts by the teacher.

Children do not adapt naturally to small group efforts. As they have learned to compete for grades and have generally been taught that sharing answers is wrong, the new concept of cooperation and group goals calls for re-education. Many adults do not know how to work in groups, so be patient and encouraging with children in this endeavor.

Some Hints:

1. Try not to expect complete success on the first attempt.

2. Try to have several consecutive group activities increasing in complexity.

3. On the first attempt do not expect the children to share materials, i.e. globes, maps. Provide each child with his own materials, but utilize a group summary sheet.

4. Plan with the class ahead of time. Involve the students in planning and don't merely tell them. List goals on the blackboard.

5. Encourage groups to choose a leader. In older groups involving complex activities, a recorder may also be needed.

6. After the group experience, meet back with the class. Ask them how the experience went and what they think the problems are. Recognize the groups who worked well together and site examples of cooperative group techniques. Evaluate on a group basis. If individual grades within a group are given, it will only encourage the good students to do their own work. Remember we are doing the activity to develop sharing and cooperativeness.

7. It also might be helpful to discuss the roles of leader and recorder with the class. Have the class discuss characteristics they like and dislike in a leader. Possibly this should be done at the beginning of the second activity rather than the first so that too much is not given at the beginning. Over planning can be as detrimental as underplanning!

INTERVIEWING:
A BASIC INSTRUMENT OF INQUIRY

As you organize how the content of your instruction will be accessible to the children, your plans may include the use of community talent. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The following lists of questions may help you, your talent, and your class get started with this important tool of communication.

One set of questions is designed for children who are learning to interview. It can also be presented to the talent prior to his visit.

The second group of questions is designed for conducting a group or class conference with talent in school or at the resource site.

The depth and quality of interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some talent areas and not to others. However, there is a commonality to the process of interviewing and a teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

The last section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

Prepared by ABLE Model Program, Northern Illinois University

ROLEPLAYING

Interviewing situations within the secure learning atmosphere of your classroom is a safe, sure-fire way to get started. Children will be more free to explore if you approve their growing pains and sufferings in a "petri dish" wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, your warm support of the child as a learner will help the light to shine. Then, from trust and self-confidence, appropriate forms of behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - roleplaying. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial. Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the teacher need not fear that the children's efforts will dissipate or dissemble when tested by adult characters in real settings.

Tapes of children interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it many times with the same group or use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from commercial sources. At this point, however, we'd rather help you develop your own materials. As teachers ourselves, we think we understand something about this business of innovation. Usually, the greatest fears we have to encounter are our own.

Prepared by ABLE Model Program, Northern Illinois University

COMMUNICATING WITH TALENT

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).

2. What kind of thinking prompted you to take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day - even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are men with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a man earn in this kind of work? (Under $5,000, $5,000 to $10,000, over $10,000 - an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

Prepared by ABLE Model Program, Northern Illinois University

GROUP CONFERENCING WITH TALENT

When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.

Familiarize your students with the list "Questions for Group Conferences" (next page). Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer. The resource person should be informed, in the presence of the students, "If we ask any questions that you prefer not to answer, just smile and say 'next question, please!'"

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.

Be alert to step in and help facilitate communication if you see either the students or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind children's questions, talent and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy talent (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, overmanagement of social amenities can produce puppet performances and turn talent sour. Teachers, interested in effective affective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and the academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

Prepared by ABLE Model Program, Northern Illinois University

QUESTIONS FOR GROUP CONFERENCES

What schools did you attend?

What is your present job?

How did you get it?
How long have you worked there?
What time did you go to work this morning?
What was the first thing you did?
How long did it take?
What did you do next?
(Follow through the entire day.)
Did you do anything yesterday that was different from what you did today? Does this happen often?
What else do you do on your job?
Of all these various duties, which ones take most of your time?

What changes have taken place recently? Do you foresee any in the near future?

What things do you like most about your job? Least? Are there any hazards?

What is the usual starting salary in jobs like yours?

What qualifications do you need to get the job?
Age? Sex? Height? Weight? Other?
Marital status? Tools? License? Aptitudes?
Unions? Discrimination? Veterans? Capital?

Preparation? Minimum? Desirable? Time? Cost? Content?
Approved schools? Preferred subjects?

Supply and demand for workers? Outlook for the future? Advancement?

Hours? Regular? Overtime? Evening? Sunday? Holiday? Steady or seasonal?

Is there anything we should have asked? What would you like to ask us?

adapted from material in Occupational Information by Robert Hoppock, McGraw-Hill Book Company, 1967

EVALUATING INTERVIEWING SKILLS

How do you know when children have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations so your view of children's performance will determine an assessment of their progress and achievement. To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
   a. Does the "interviewer" question with a purpose?
   b. Does the "interviewer" follow a strategy?
   c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing"?
   a. How are the interviewed person's thoughts recorded?
   b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
   a. Are the steps in interviewing set out in an orderly manner?
   b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
   a. Are ordinary encounters turned into learning situations?
   b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?
   a. Does he volunteer information about media presentations that highlight interviews?
   b. Does he share what he has experienced (seen, read or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
   a. Are expressions directed to the content of the interview? . . . the studies of the class?
   b. Are expressions directed to the interviewing process?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

Prepared by ABLE Model Program, Northern Illinois University

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.
2. learn to interview workers and observe how people work together.
3. see how adults carry out their responsibilities.
4. correlate skills and other curricular areas with experience in meaningful situations.
5. give children an opportunity to work together outside the classrooom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds and the personnel.
2. in the school neighborhood to sharpen observation of the child's immediate environment.
3. to another school to exchange experiences or to introduce a group to another school situation.
4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

Prepared by ABLE Model Program, Northern Illinois University

HOW TO PREPARE FOR A FIELD TRIP?

The following suggestions of things to do to get ready are for your consideration. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher and career awareness director should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.

2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited, and the things to be seen on the way to and from the place to be visited.

3. obtaining permission for the trip from
   (a) the principal before discussing it with the group.
   (b) the person in charge of the place to be visited.
   (c) the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.

2. gather information before the trip using books and audio-visual materials.

3. discuss every detail of the trip
   (a) time -- date, hour of departure, time to be spent on the trip.
   (b) transportation -- how the group will travel and the safety rules to be observed.
   (c) group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
   (d) personal needs -- type of clothing needed, need for lunch, special equipment or tools.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group and the group should evaluate the trip to:

1. see if questions were answered.

2. decide if the plans they made were satisfactory.

3. note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.

   (a) review some of the materials used and search for new materials.
   (b) look up related articles in books at school, at home, and at the public library.

2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.

   (a) write thank you letters, letters for additional information, stories, poems, reportw, booklets.
   (b) organize reports for the class, for other groups in the school, for parents.
   (c) create songs and dramatic plays.
   (d) make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

Prepared by ABLE Model Program, Northern Illinois University

LETTER TO RESOURCE PARENT

Beginning of Year

Dear Parents:

The students in our school this year are participating in a program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. We hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We plan to visit some of the industries and businesses of our community to see the on-going work activities and to talk with some workers. We will attempt to invite workers to vist our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning point must be as close to our own locality as possible. As a part of our regular instructional program, we would like parents to come to our class to tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society.

We realize you are not in the business of giving presentations and, therefore, we intend to have a very relaxed question and answer session. We urge you to consider our need to find out more about your work.

Please fill out and return this form if you might be available. You will be contacted to arrange a definite time and date which will be convenient for both you and the class. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____ Phone_____

Address_____

Occupation_____

Company or Firm_____

It would be most convenient for me to be at your school on (days or times)_____

_____

Signature

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses and teachers) and make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your title or description?
—Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
--What do you consider the best points of your job? The worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

We would like for you to meet with _____ class at _____ on _____.

Generally these presentations are from one half to one hour in length. If you wish to change to another date or time, or just have questions, call the Career Awareness Office at 342-4543, Ext. 219. We are mostly contacting parents of our students and those people who have signed up with Boise School Volunteers.

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

CAREER AWARENESS OFFICE - 1207 FORT STREET BOISE, IDAHO 83702

Dear Sir:

Along with the teaching of the basic skills in our elementary schools, we feel that students should be given an opportunity to look at the real world of work.

We know that students are not aware of the adult working world. Whenever the work of the school becomes exclusively abstract, the school is in danger of becoming isolated from the real world. Therefore, field trips will fill the void of the functional relation between knowledge and ideas that are taught in school and the real everyday life of people earning a living and providing a service.

We feel that your place of business would provide our students learning experiences which our schools cannot provide. Within the classroom the students are investigating occupations in your business area. These activities are in all subject areas to help students see the relationship between school subjects and occupations.

Some of the things the students will be looking for in your business are:

1. titles of occupations at your plant
2. duties of workers
3. training or preparation needed
4. physical and social characteristics needed
5. what schoolwork was most helpful in your job
6. salaries (optional)

Also a mention of social attitudes and habits which are essential - getting along with others, accepting responsibility, punctuality, initiative - will impress upon children that these must also be developed at an early age to be successful in a job later. It would be helpful before the tour starts for the guide to talk with the children in a more quiet area and tell the group what to be looking for, safety hazards, and set up a few ground rules while visiting.

We wish to thank you for this opportunity to show students "first hand" what the "world of work" is all about.

Respectfully,

George Washburn
Career Awareness Director

GUIDANCE

GUIDANCE UNITS

The career awareness project has as its major goals the enlightening of students to the world of work and development of their self images through understanding themselves and others. It is felt most people who are not successful in their work or have difficulty maintaining a job are failing through an inability to get along with others. Most often this is the result of a poor self-image. The guidance component of this project is designed to help students begin to understand themselves and others and, therefore, lay a groundwork for better future relations.

The elementary counseling program is developmental in emphasis rather than crisis oriented. This means that the counselors' focus at the elementary level is on all children, not merely the exceptional child.

The developmental approach is based on the theory that a developmental task arises at or about a certain period in the life of an individual, with success leading to happiness and later success, and failure leading to unhappiness and later difficulties. A developmental program strives to provide within the school and the home a positive environment so that children have optimal chances for success. Work with teachers and parents as well as children needs to be a vital part of the counselors' role.

The concern of the program is the growth of the whole child; intellectually, socially, and emotionally.

Guidance that is developmental focuses on the encouragement process. Self confidence and the ability to deal effectively with one's world is built through positive, rather than negative reinforcement.

Career awareness at the elementary level is an important aspect of the guidance program. A broad career-orientation can contribute to the child's sense of worth and importance and consequently aids the development of a positive self-concept.

The elementary counselor's work with teachers consists of

(a) consultation regarding children about whom the teacher is concerned
(b) informational presentations to faculties dealing with
    1. parent-school relations
    2. classroom management techniques
    3. child development
    4. encouragement skills
(c) organizing discussion groups where teachers can encourage and help each other find positive and effective techniques for dealing with specific classroom problems or situations.

The elementary counselor's work with parents consists of

(a) encouraging parent discussion groups
(b) suggesting ways parents can become involved in the schools
(c) consulting with parents regarding their child
(d) serving as resource to parents in areas of
    1. school and community services
    2. responsibility development
    3. child development
    4. school progress
    5. changes in the home
    6. child management
(e) providing parents with books and pamphlets dealing with children's growth and development and behavior

The counselor's work with children falls into two categories. The first is guidance activities within the classroom consisting of

(a) helping teachers to lead meetings and discussions relating to general group problems
(b) encouraging in classrooms the use of films, unfinished stories dealing with feelings and problem solving
(c) serving as a resource person in classes relating to mental health
(d) role-playing activities
(e) puppet activities
(f) career awareness

The second category is counseling. This is one-to-one counseling, limited crisis counseling if the need arises and group counseling

The Career Awareness Guidance Units found in this guide are suggestions which might be used at an opportune time throughout the year. It is intended that the class will view one of the designated filmstrips followed by an open class meeting which will include as members the students, teacher and/or guidance counselor. In the class meeting the subject for discussion should be the topic of the filmstrip and whatever it may lead to. These units are not designed to replace the current guidance activities, but to help direct some of them.

GRADE I

The Guidance activities in grade one are centered around a guidance kit and a group of filmstrips. All of these activities might be conducted by the teacher and/or the guidance counselor. The individual filmstrips are designed to be used at a rate of about one a month. The DUSO kit can be used as often as the teacher feels it is practical. It is suggested the DUSO be used on a regular basis to get the most benefit from it.

Each building will have at least one DUSO -1 and one DUSO -2. The guidance filmstrips are scheduled with units to insure their coverage in all buildings and classrooms if the teacher desires to use them.

Developing Understanding of Self and Others
A kit of activities and materials designed to facilitate the socal and emotional development of children. The DUSO programs are based on the premise that every child, in the process of growing up, is confronted with normal developmental problems and that the classroom teacher can help children meet these developmental problems. They also recognize that to be the most effective in his role, the teacher needs the assistance and direction provided by programs of planned experiences and materials. The DUSO kit provides such programs which can be carried out with a minimum of preparation.

The DUSO activities make extensive use of listening, inquiry, and discussion approaches to learning. The wide variety of materials and activities provided in the DUSO kits, allows each teacher to select the approach which is most appropriate for her unique group of children.

1. FORMAT GRADE I

The DUSO-1 (Developing Understanding of Self and Others) is a planned program of sequential activities geared to the following objectives:

I. Understanding and Accepting Self
II. Understanding Feelings
III. Understanding Others
IV. Understanding Independence

The program includes eight units (four of which are being designated for first grade), one for each of the developmental themes comprising the core of the DUSO program. Used on a daily basis each unit contains enough activities for four or five weeks.

For each unit, there is an introductory story and a unit song which helps focus attention on that unit's theme. These materials, written in a child's language and employing animal person characters, are provided to stimulate identification and involvement with the content of the

various activities.

Following the introductory activities, each unit is divided into cycles. Each cycle includes the following set of activities:

1. A story followed by discussion
2. A problem situation to be followed by a discussion
3. A role-playing activity
4. A puppet activity
5. Several supplementary activities to be used as desired
6. Recommended supplementary reading (stories to be read to the class by the teacher or read independently by individual pupils)

II. The following is a list of filmstrips to be used in Grade one. The individual activities for the use of these filmstrips are on the pages that follow.

FILMSTRIPS TO BE USED IN GRADE ONE

The Adventures of the Lollipop Dragon, SVE

(Filmstrips and Cassettes)

1. "How the Lollipop Dragon Got His Name"
2. "Avoiding Litter"
3. "Taking Turns"
4. "Kindness to Animals"
5. "Care of Property"
6. "Working Together"

Dinkmeyer, Don
Developing Understanding of Self and Others
American Guidance Service, Circle Pines, Minnesota

GUIDANCE

GRADE 1

ACTIVITY 1

Topic: Sharing

Objectives: To encourage the practice of sharing.
To serve as a basis for special sharing projects.

Activity:

Explain to the students they will be seeing a filmstrip about a little boy and a dragon. Ask the class to comment on dragons, then show the filmstrip. The presentation can be followed by a discussion of the story and its theme, sharing. Relate this to the sharing students can do in and out of class.

This session might be conducted by the teacher and/or the counselor.

MATERIALS 1

Filmstrip and Cassette:

"How the Lollipop Dragon Got His Name"
--Adventures of the Lollipop Dragon, SVE

(CA Center)

GUIDANCE

GRADE 1

ACTIVITY 2

Topic: Avoiding Litter

Objectives: To utilize the Lollipop Dragon character in presenting a message on avoiding litter.

To serve as a basis for special anti-litter projects.

Activity:

This filmstrip serves as an excellent basis for meaningful discussion on avoiding litter and may be used as a means of encouraging special anti-litter projects.

This session might be conducted by the teacher and/or the guidance counselor.

MATERIALS 2

Filmstrip and Cassette:
"Avoiding Litter"
--The Adventures of the Lollipop Dragon, SVE

(CA Center)

GUIDANCE

GRADE 1

ACTIVITY 3

MATERIALS 3

Topic: Taking Turns

Objectives: To utilize the Lollipop Dragon character in presenting a message on taking turns.

To encourage the practice of taking turns.

Activity:

This filmstrip serves as an excellent basis for meaningful discussions on taking turns and may be used as a means of encouraging taking turns.

The session might be conducted by the teacher and/or the guidance counselor.

Filmstrip and Cassette:

"Taking Turns"
--The Adventures of the Lollipop Dragon, SVE

(CA Center)

GUIDANCE

ACTIVITY 4

Topic: Kindness to Animals

Objectives: To utilize the Lollipop Dragon character in presenting a message on kindness to animals.

To encourage kindness to animals.

Activity:

This filmstrip serves as an excellent basis for meaningful discussions on kindness to animals and may be used as a means of encouraging kindness to animals.

This session might be conducted by the teacher and/or the guidance counselor.

GRADE 1

MATERIALS 4

Filmstrip and Cassette:

"Kindness to Animals"
--The Adventures of the Lollipop Dragon, SVE
(CA Center)

ACTIVITY 5

Topic: Care of Property

Objectives: To utilize the Lollipop Dragon character in presenting a message on care of property.

To encourage care of property.

To serve as a basis for special activities involving the theme, care of property.

Activity:

This filmstrip serves as an excellent basis for meaningful discussions on the theme, care of property, and may be used as a means of encouraging care of property.

This session might be conducted by the teacher and/or the guidance counselor.

MATERIALS 5

Filmstrip and Cassette:

"Care of Property"
--The Adventures of the Lollipop Dragon, SVE

(CA Center)

GUIDANCE

GRADE 1

ACTIVITY 6

MATERIALS 6

Topic: Working Together

Objectives: To utilize the Lollipop Dragon character in presenting a message on working together.

To encourage working together cooperatively.

To serve as a basis for activities involving working together in groups.

Filmstrip and Cassette:

"Working Together"
--The Adventures of the Lollipop Dragon, SVE

(CA Center)

Activity:

This filmstrip serves as an excellent basis for meaningful discussion on working together in groups and may be used as a means of encouraging cooperation among the students.

This session might be conducted by the teacher and/or the guidance counselor.

CAREER UNITS

GRADE 1

ACTIVITY 1 Suggested Subject Area: Health

MATERIALS 1

Tagboard

Health Fun

Concept: Learning health rules is important for all children.

Objective: To learn the importance of a healthy body in addition to having a grasp of the skills in language arts and math, as well as a responsible attitude, when considering career success.

Criterion Test: In individual conferences the students will be able to state at least three rules of health from those listed in the activity.

Activity: Cut a large circle from tagboard and divide it into pie-shaped segments with a felt pen. In each segment place a Health Rule that could be applied to everyday hygiene and care at your grade level. For example: 1) brush teeth, 2) take a bath, 3) change into clean clothes, 4) wash face and hands, etc.

Place tagboard spinner in center of circle and let one student spin it each morning. This student asks the "Health Rule of the Day" to all the others in the classroom to see if they have followed it themselves.

ACTIVITY 2 Suggested Subject Area: Social Studies

All Families Need Goods

Concept: All families must have food.

Objective: The students will be helped to understand that families have worked together throughout time to help provide well-balanced meals.

Criterion Test: The class will participate in the activities listed.

Activities:

1. Show pictures from a textbook or magazine where a family is eating a meal. Show pictures of a stone age family eating. Discuss:
   a. Differences in food
   b. Likeness for food
   c. Where our families get food today
   d. How families of long ago got food
   e. What things did they have to know

   Role-play a stone age family providing food for its members--hunting, fishing, picking berries and gathering edible plants. Dramatize a family of today getting food.

2. Plan a well balanced meal; combine with a health program.

3. Have an "Instant Pudding" party. Plan to get produce (prepare); and consume chocolate or vanilla instant pudding. Have children make it and serve it in small paper cups.

MATERIALS 2

Instant Pudding
Paper cups (small)
Plastic spoons
Paper napkins

ACTIVITY 3 Suggested Subject Area: Art, Social Studies

Concept: All families have basic needs

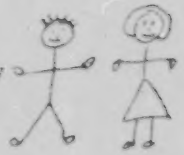
Objective: To make the child aware that families have some basic needs.

Criterion Test:
1. Students will relate in individual conferences the basic needs.
2. Students will construct the basic needs block.

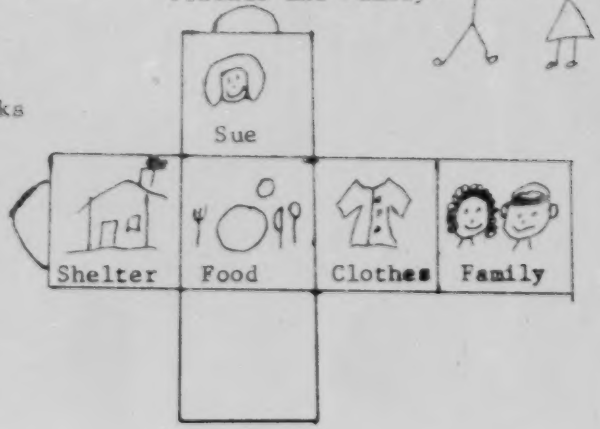
Activities:
1. Show the children a doll. Tell them she has the earth to live on and the air to breathe. Ask if she needs anything else. Develop need for food, shelter and clothing. Ask if she would be happy now. Develop need for friendship and a family.

2. Make a chart of the Basic Needs, illustrating each need.

We need: House Clothes

Food Friends and Family 

3. Construct Basic Needs Blocks



MATERIALS 3

Doll
Construction paper

ACTIVITY 4 Suggested Subject Area: Art, Language Arts

Home and Family

Concept: Different families have different wants.

Objective: The students will understand that each family may have different "wants" and each "want" is important to that particular family.

Criterion Test: Each child will be able to express some of his and his family's wants.

Activities:

1. Each child can draw a picture of "My Home". Heavy construction paper should be used so that it can be a cover for a booklet in following activity.

   Organize a booklet about "My Home" by discussing such topics as: My Family; The Room I Like Best in My Home; What My Family Needs All the Time; Things My Family Would Like to Have. Have each child draw a picture describing these aspects of his home.

   Discuss why some families have or need larger homes than others.

2. Encourage children to bring pictures or sample containers of "What I Like for Breakfast". Make a table setting or display of these "Breakfasts" and let each child tell of his likes and dislikes. Explain that each person has different "tastes or likes". Apply this to style and color of houses, color of paper we choose for art work, games we play, clothes we wear.

3. Conduct a language arts lesson on tenses by developing a chart as indicated. Use pictures to accompany "want".

I wanted	I want	I will want

MATERIALS 4

Construction paper

ACTIVITY 5 Suggested Subject Area: Reading

The Home and the Family

Concept: There are times when spending money is necessary and times when saving is best.

Objective: To understand why families sometimes choose between spending now and spending later.

Criterion Test: Complete one of the activities listed.

Activities:

1. Read the fable of the "Grasshopper and the Ant". Have the class dramatize this Aesop Fable or make puppets to act out the story.

2. Make a list of things the children would like to get for their families on Christmas, birthdays, Father's Day , Mother's Day, or such occasions. Discuss the importance of wise choices and methods of saving for a gift.

3. Tell of experiences with the family where they had fun without spending money.

4. Plan a class party or activity which will require an absolute minimum of money or materials.

MATERIALS 5

"Grasshopper and the Ant"
--Aesop Fable

(This can be found in many different books)

MATERIALS 6

ACTIVITY 6 Suggested Subject Area: Art, Social Studies

Concept: There is honor in work.

Objective: To have each child be aware that the job his dad or mom does is essential, honorable and contributes in a very real way to the common good of all in the community and the nation.

Criterion Test: The students will complete the two activities listed.

Activities:

1. Have the children draw pictures of their parents doing the jobs they do away from home or at home.

2. Show and tell about each picture discussing the contributions each occupation makes to the common good of the community. The following questions might be presented:
   1) Could the community do without this skill?
   2) Does the occupation deal with goods or services?
   3) What would happen if the parent did not do this job?

MATERIALS 7

ACTIVITY 7 Suggested Subject Area: Reading

Goods and Services

Concept: Some occupations produce goods while others produce services.

Objective: To differentiate between a consumer and producer.

Criterion Test: When read a list of ten jobs, students will be able to indicate whether they produce goods or provide a service. This might be done as individual conferences or as a class activity.

Activities:

1. Construct or expand on, a chart illustrating the work that parents do. Additional illustrations could show consumption.

Our Parents Produce		We All Consume	
Goods	Services	Goods	Services

Play a game of charades where students act out such production or consumption activities as washing dishes, running errands, cleaning their rooms, eating dinner, riding a bike. Have class try to guess whether a good or a service is being produced or consumed.

2. Read and recite nursery rhymes. Have the children act out and identify who the producers and consumers might be in--
   - Hickety Pickety
   - Sing a Song of Sixpence
   - The Queen of Hearts
   - My Black Hen
   - Little Miss Muffet
   - Little Jack Horner

ACTIVITY 8. Suggested Subject Area: Language Arts

MATERIALS 8

None required, but may use puppets, microphone, podium.

Public Speaking

Concept: Many careers in business and in politics require the ability to make a speech. Many responsible citizens, aside from their occupations, have a need for occasional public speaking to present a view to an audience.

Objective: Students will feel comfortable speaking before the class.

Criterion Test: Students will give a short speech depicting an occupation before the class.

Activity: The learner will develop skills in speaking before a group only by doing it. Self confidence can be gained in this area if the learners will play the roles of people in various careers, rather than playing himself. Debates, mock trials, labor arbitration, etc. can be used as settings for speaking.

GRADE 1

ACTIVITY 9 Suggested Subject Area: Social Studies

MATERIALS 9

How Farming Is Changing

Concept: Farming methods change with new technology as do other occupational areas.

Objectives: The children will become aware of the changes that have taken place in farming and are still taking place.

Criterion Test: In individual conferences the students will be able to name several modern farm machines which were not available a few years ago.

Activities:

1. Have class discussion and list the various types of farms the children have seen, read, or heard about. Then list the jobs that farm helpers do.

2. Discuss farming in the pioneer days and how it has changed since.

3. Then, have a discussion of how farming may change in the future. Include in the discussion farming the bottom of the ocean and in outer space.

MATERIALS 10

ACTIVITY 10 Suggested Subject Area: Social Studies

Trade Tools

Concept: There are many "tools of the trade" which are used in occupations.

Objective: To make the children aware that different tools are used in different occupations and to familiarize them with some of the more common ones.

Criterion Test: Children will be able to match tools and occupations in a matching test in writing or orally.

Activities: Tell the children they are going to think of things people might use in their occupations. Ask them what a barber might use besides hair clippers? Call on a volunteer and ask him to name all the things he can think of and to make complete sentences. A barber also uses hair tonic, shampoo, a comb, a brush, and scissors. Continue to ask questions similar to the following:

1. Name some things a farmer might use besides a pitchfork. (a rake, bucket, hoe, tractor, plow, fertilizer, combine)
2. Name some things a musician might use besides a drum brush. (music stand, sheet music, instrument case, piano, trumpet, trombone, drums)
3. Name some things a doctor might use besides a doctor's bag. (cotton, thermometer, scale, pencil, paper)
4. Name some things a maid might use besides a vacuum cleaner. (dustcloth, broom, dustpan, soap, bucket, iron)
5. Name some things a gardener might use besides a rake. (hoe, hedge clippers, shovel, bucket, flower pot)

CONCEPTS

Schools have many people who help children. Children can help school workers do their jobs more easily. Teachers help children learn about their world. Counselors help children understand themselves better. The Principal helps the teachers and makes sure the school runs properly. The secretary helps the principal. She types letters and answers the phone. The custodian keeps the school neat and clean. The librarian keeps our library in order, checks out books, reads stories and orders new books. Special teachers help children with special subjects or children who need special help. The cooks prepare and serve food. Bus Drivers bring children to school, take them home, and take classes on field trips. Each school worker has an important part in helping make the school a good place for children to learn. Each school worker must learn how to do his job well.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Given the name of a school worker previously studied, the student will be able to describe what each does and why his job is important to the school.

   A. Test Description: Sentence completion test
   Teacher Directions: Test the students individually at desk. Ask the students to complete the endings to the following sentences. Ask them to include in their sentences what each one does and why his job is important to the school.

   A teacher.....

   A counselor.....
   The principal.....
   The secretary.....
   The custodian.....
   The librarian.....
   The special teachers..
   The cooks.....
   The bus driver.....

   B. Test Description: Draw a picture illustration of the school workers and small group discussion.
   Teacher Directions: Give each student nine (9) peices of black paper and crayons. Ask them to draw a picture of each school worker performing his duties at school as you tell the students the name of the school worker that you want them to draw. Then group the students in small groups of four or five for small group discussion of the pictures. Ask the students to share their pictures with their group, telling why each school worker's job is important to the school.

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

*"School Workers" (with cassette), SVE
(CA Center)

BOOKS

SUPPLIES

Chart
Paper
Crayons

*CA Center Furnishes

1.2 SCHOOL WORKERS - Introduction

GRADE 1

ACTIVITY 1 Suggested Subject Area: Social Studies

Show and discuss the filmstrip "School Workers".

MATERIALS 1

Filmstrip:
"School Workers" (with cassette)
--SVE (CA Center)

ACTIVITY 2 Suggested Subject Area: Social Studies

Take a walking tour of the school. Watch for people working at jobs. Plan a time for the tour when counselor, librarian, custodian, music teacher, cooks are all at school.

After the tour, make a list of school workers seen on the trip. Ask, "What did you see each person doing?" "Are there other people who help our school?"

Write an experience story. Teacher can put on a chart later.

MATERIALS 2

ACTIVITY 3 Suggested Subject Area: Reading, Art

Review walking tour chart. Also list of workers.

Make a picture of the outside of the school. Make another picture of a scene inside the school, showing one of the school workers working.

Display pictures when finished. (These pictures will later be a part of a booklet on school workers.)

MATERIALS 3

Chart
Paper
Crayons

1.2 SCHOOL WORKERS - Teachers GRADE 1

RESOURCE PEOPLE

2 other teachers at school

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

*I Want to Be a Teacher, Children's Press

SUPPLIES

Tape recorder
Blank cassette

Paper, lined at bottom

Large playground balls

*CA Center Furnishes

ED 056 952

ACTIVITY 1 Suggested Subject Area: Writing, Speaking

Without discussion, ask the children to write endings for this sentence: A teacher is.....

Or--Ask everyone to think what a teacher is and one by one come to the desk and record what they think a teacher is. The classroom teacher can then write these out on a chart or on separate sheets of paper and the children can share them with the rest of the class.

Ask for volunteer "teacher watchers". Arrange for as many students as possible to observe several teachers for one hour. (Preferably before school and during school.) After observing teacher, each "teacher watcher" can record what he saw the teacher doing.

MATERIALS 1

Tape recorder
Blank cassette

ACTIVITY 2 Suggested Subject Area: Reading, Social Studies

Read story I Want to Be a Teacher. Discuss what children think makes a good teacher.

Divide children into groups. Let each group make up a play to show what a teacher does to share with the rest of the class. (Draw straws to see who will be the teacher in each group.)

MATERIALS 2

Book:
I Want to Be a Teacher
--Children's Press
(CA Center)

ACTIVITY 3 Suggested Subject Area: Listening, Speaking

Share plays, listen to tapes of "Teacher watchers".
Discuss: "Why do we need teachers?" "How can teachers help our school?"

MATERIALS 3

ACTIVITY 4 Suggested Subject Area: Writing, Language, Art

Compose a short story about teachers with students. Copy and make a picture. (This page will go into booklets.)

MATERIALS 4

Paper lined at bottom

ACTIVITY 5 Suggested Subject Area: Social Studies

Invite two teachers to come to class to share what they like about being a teacher and what they do in their work.

Be sure to allow time for children's questions.

MATERIALS 5

Resource people:
2 other teachers at the school

58

ACTIVITY 6 Suggested Subject Area: P.E.

Play game "Teacher Ball". Form children into groups of 6 - 8 students. Each group forms a line. One in the group is the "teacher" and stands in front of his line, about 8 - 10 feet away.

"Teacher" tosses ball to each child in turn. As each player receives the ball, he tosses it back to the teacher. If teacher misses, he goes to foot of line, child at head of line becomes "teacher".

MATERIALS 6

Large playground balls
(one for each 6 - 8 students)

59

RESOURCE PEOPLE

Elementary Counselor

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

Text: Music for Young Americans, Book 1
American Book Co.

SUPPLIES

Paper, lined at bottom
Drawing paper
Crayons

GRADE 1

ACTIVITY 1

Suggested Subject Area: Social Studies

Invite elementary counselor to classroom. Have a class meeting. Discuss: "What is a counselor?" "How does a counselor help our school?"

Allow children to ask counselor questions about the work he/she does. Have counselor demonstrate how he works with children and with teachers.

MATERIALS 1

Resource Person:
Elementary Counselor

ACTIVITY 2

Suggested Subject Area: Art, Writing

Write an experience story together about the counselor's work. Copy the story and illustrate it for booklet.

MATERIALS 2

Paper, lined at bottom.

ACTIVITY 3

Suggested Subject Area: Music

Learn song, "My Own True Friend". Discuss what makes a good friend. Learn, "Teasing" (page 9). Discuss why teasing can hurt people.

MATERIALS 3

Text:
Music for Young Americans, Book 1
--American Book Co.

ACTIVITY 4

Suggested Subject Area: Art

To encourage children to think about some things they like and don't like, have them make a series of pictures. Some suggestions: I Like to Do This, I Can Do This Well, This Makes Me Sad (or Mad), This Makes Me Happy, etc.

If possible have the counselor to talk to each child about his pictures.

MATERIALS 4

Drawing paper
Crayons

Resource Person:
Elementary Counselor

RESOURCE PEOPLE

Principal

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

SUPPLIES

Paper, lined at bottom.

Tape Recorder
Blank Cassette

GRADE 1

MATERIALS 1

Tape Recorder
Blank Cassette

MATERIALS 2

MATERIALS 3

Resource Person:
Principal

MATERIALS 4

Paper lined at bottom.

Unit 1.2

RESOURCE PEOPLE

School Secretary

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

SUPPLIES

Paper, lined at bottom
8 - 10 toy telephones

Ditto or transparency showing
2 attendance slips, each having
students absent

Ditto with questions for children
to answer

ACTIVITY 1 Suggested Subject Area: Social Studies

Invite the secretary in to tell the children about her job. (If the school has more than one secretary, have a panel discussion.)

Suggest the secretary bring her typewriter if possible and demonstrate typing a letter. Also demonstrate telephone manners for the children.

MATERIALS 1

Resource Person:
School Secretary

ACTIVITY 2 Suggested Subject Area: Art, Writing

Write an experience story about the job of the school secretary. Copy and illustrate it for the booklet.

Ask children to bring toy telephones from home.

MATERIALS 2

Paper, lined at bottom

ACTIVITY 3 Suggested Subject Area: Language, Social Studies

Discuss telephone manners. Decide on how to answer the phone courteously.

Divide students into small groups, give each group 2 telephones. Roleplay a parent calling the school and how the secretary would answer.

Children not talking on the phones can be ready to tell what was good about the situation and how they could improve.

MATERIALS 3

8 - 10 toy telephones.

ACTIVITY 4 Suggested Subject Area: Math, Reading

Make up on a ditto or transparency copies of attendance slips. Answer questions about the slips.

Some suggestions:
1. How many children absent in Room 2?
2. How many children absent in Room 3?
3. How many children absent in Room 2 and Room 3?
4. How many boys absent in Room 2?
5. How many girls absent in Room 3?
etc.

MATERIALS 4

Ditto or transparency showing 2 attendance slips, each having children absent.

Ditto with questions for children to answer

RESOURCE PEOPLE

School Custodian

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

SUPPLIES

Dust cloths
Push brooms
Dustpans
Window cleaner
Paper towels
Sponge eraser

Paper, lined at bottom

Paper bags, large (1 for each 2 students)

ACTIVITY 1 Suggested Subject Area: Social Studies

The evening before the activity, ask the custodian not to clean the room and leave the children a note saying he did not have time to clean the room.

After children come in, talk about the room. "How can we make it a more pleasant place to work?" Determine what jobs need to be done and let children volunteer to help clean the room.

MATERIALS 1

Dust cloths
Push brooms
Dustpans
Window cleaner
Paper towels
Sponge eraser

ACTIVITY 2 Suggested Subject Area: Social Studies

Invite the custodian to come and talk about his work to the class. Encourage the children to ask questions. A tour of his workroom might be profitable, too.

MATERIALS 2

Resource Person:
School Custodian

ACTIVITY 3 Suggested Subject Area: Writing, Art

Compose an experience story about the custodian. Copy and illustrate for booklet.

MATERIALS 3

Paper, lined at bottom

ACTIVITY 4 Suggested Subject Area: Social Studies

Discuss the job of custodian. Try to think of ways to help make his job easier. Go out to the playground and pick up trash and put in paper bags.

Appoint class custodians - change weekly. Decide what his duties should be. Each child can be the custodian for his own area.

MATERIALS 4

Large paper bags - one for every 2 students.

RESOURCE PEOPLE

School Librarian

FIELD TRIPS

FILMS

FILMSTRIPS

*"Library Workers" (Cassette), SVE
(CA Center

BOOKS

*I Want to Be a Librarian, Children's Press
*What Will I Be From A to Z, National Dairy Council
(CA Center)

Library Books

Texts: This Is Music, Allyn and Bacon
For Our Small World, Schmitt Music Center

SUPPLIES

Paper (Large sheet for map)
Crayons

Paper, lined at bottom

*CA Center Furnishes

1.2 SCHOOL WORKERS - Librarian GRADE 1

ACTIVITY 1 Suggested Subject Area: Social Studies, Reading

Show and discuss filmstrip: "Library Workers", SVE.

MATERIALS 1

Filmstrip and Cassette:
"Library Workers", SVE
(CA Center)

ACTIVITY 2 Suggested Subject Area: Music

Sing songs about the librarian. "The Library Lady" (page 54) and "Our Friend the Librarian" (page 50)

MATERIALS 2

Texts:
This Is Music, Allyn and Bacon
For Our Small World, Schmitt
Music Center

ACTIVITY 3 Suggested Subject Area: Reading, Listening

Read story I Want to Be a Librarian and poem "Librarian". Talk about what a librarian is and what a librarian does.

MATERIALS 3

I Want to Be a Librarian
--Childrens Press

What Will I Be From A to Z?
--National Dairy Council (P. 13)

Librarian

While working at my library
I'll try to know each book
Then when a person wishes it,
Together we will look
For story books and picture books
And poetry books, too.
We'll look until we find the book
That we both think will do.

And should a person lose a book
Or cause a book to tear,
He'll have to pay the fine, but then
I think that's only fair.
For books must be for each to use,
For fun and learning, too,
And keeping them in their best shape
Is what I'm going to do.

ACTIVITY 4 Suggested Subject Area: Social Studies

Go to the library. Ask the librarian to explain her job and read a story to the children. Encourage children to ask questions about the library and check out books if possible.

MATERIALS 4

Resource Person: School Librarian

ACTIVITY 5 Suggested Subject Area: Art, Social Studies

Make a map of the route to the library from your classroom, or make a map of the library showing where books for first graders are found.

(Some children may need to go to the library again to remember how to get there.) Display maps when finished.

MATERIALS 5

Large sheet of paper
Crayons

ACTIVITY 6 Suggested Subject Area: Reading

1. Discuss "true" and "story" books. Why they are kept in different places. Discuss how they are arranged on the shelves.
2. Divide class into small groups. Give each group 10 books, 5 true and 5 story books.
3. First separate true books from story books.
4. Have each group arrange books in ABC order by author. (Story books) Arrange true books in order by numbers.
5. Have each child choose a book from his group's "library" and check it out. (Have librarian or student assistant come to room to check out books.)

MATERIALS 6

Enough books from the library for each group to have 5 fiction and 5 nonfiction books.

ACTIVITY 7 Suggested Subject Area: Writing, Art

Compose an experience story about the librarian. Copy and illustrate it for the booklet.

MATERIALS 7

Paper, lined at bottom

1.2 SCHOOL WORKERS - Special Educators GRADE 1

RESOURCE PEOPLE

Special Educators

FILMS

FILMSTRIPS

72 73

FIELD TRIPS

BOOKS

SUPPLIES

Paper, Lined at bottom

ACTIVITY 1 Suggested Subject Area: Social Studies

Invite special educators such as the following:
Speech and Hearing
Music
Learning Disabilities
P. E. Specialist
Special Education Teacher

Have guests come and show and tell what they do in their work. Set up stations for each educator and have children in groups spend ten minutes with each one. Each special educator could have an activity for the children to do. Examples: P.E. -- play a game
Music -- sing
L. D. -- play a reading game
Spec. Ed. -- visit the class
Speech -- audiometer or speech game

MATERIALS 1

Resource People:
Special Educators

ACTIVITY 2 Suggested Subject Area: Writing, Art

Compose an experience story about special educators. Copy and illustrate for the booklet.

MATERIALS 2

Paper, lined at bottom.

1.2 SCHOOL WORKERS - Cooks GRADE 1

RESOURCE PEOPLE

Hot Lunch Cooks

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

Texts: The First Grade Book, Ginn (Music)
This Is Music, Allyn and Bacon

SUPPLIES

Chart of Basic 4 Food Groups
Old magazines
Paper for Drawing or Mounting Pictures

Paper, lined at bottom

74 25

1.2 School Workers, Cooks

Unit 1.2

ACTIVITY 1 Suggested Subject Area: Music

Sing "Mix a Pancake" (page 21). Try other foods substituted for pancake.
Sing "What Shall We Eat" (page 28)

MATERIALS 1

Texts:
The First Grade Book, Ginn
This Is Music, Allyn and Bacon

ACTIVITY 2 Suggested Subject Area: Social Studies

Visit the cafeteria while cooks are preparing food. If possible return when they are cleaning up after lunch.

Ask one of the cooks to tell about her job. Show some of the equipment she uses.

MATERIALS 2

Resource People:
Hot Lunch Cooks

ACTIVITY 3 Suggested Subject Area: Health

Discuss good food for good health. Introduce basic 4 food groups. Plan a lunch using some foods from each group. Do orally or cut out pictures from magazines and mount them, or draw a balanced meal.

MATERIALS 3

Chart of Basic 4 Food Groups
Old magazines
Paper for mounting or drawing

ACTIVITY 4 Suggested Subject Area: Art, Writing

Compose an experience story about the cooks. Copy and illustrate for booklet.

MATERIALS 4

Paper, lined at bottom

RESOURCE PEOPLE

Bus Driver and Bus

FILMS

FILMSTRIPS

FIELD TRIPS

Suggestions:
Neighborhood tour
Another Elementary School
Junior High or High School

BOOKS

Favorite Poems Old and New, Doubleday
(School Library)

SUPPLIES

Paper lined at bottom

ACTIVITY 1 Suggested Subject Area: Social Studies

Arrange for a bus trip. Have bus driver tell about his work before leaving the school. Show children the instruments on bus, how doors work, etc. Encourage children to ask questions.

Suggested destinations for tour:
neighborhood tour; another elementary school to look for school workers, perhaps interview them; a junior high or high school.

MATERIALS 1

Resource Person:
Bus Driver with School Bus

ACTIVITY 2 Suggested Subject Area: Writing, Art

Make up experience story about bus drivers and illustrate for booklet.

Read poem "Bus Ride" by Selma Robinson

Bus Ride

I hailed the bus and I went for a ride
And I rode on top and not inside
As I'd done on every other day:
The air was so sweet and the city so gay
The sun was so hot and the air so mellow
And the shops were bursting with green and yellow.

The shops were the brightest I'd ever seen--
Full of yellow and pink and green,
Yellow in this and green in that,
A dress or a 'kerchief, a tie or a hat,
And I wanted to dance and I wanted to sing
And I bought a flower because it was spring.

MATERIALS 2

Paper, lined at bottom

Favorite Poems Old and New,
Doubleday

1.2 SCHOOL WORKERS - Conclusion

GRADE 1

RESOURCE PEOPLE

FILMS

"Helpers At Our School" MP 1088, IMC

SUPPLIES

Construction paper

Match Game cards (Optional)

FILMSTRIPS

FIELD TRIPS

BOOKS

1.2 School Workers, Conclusion

Unit 1.2

ACTIVITY 1 Suggested Subject Area: Social Studies

Show and discuss film "Helpers At Our School"

MATERIALS 1

Film:
"Helpers At Our School"
MP 1088 IMC

ACTIVITY 2 Suggested Subject Area: Art, Writing

Put booklets together. Make cover, picture of school. Read booklets to a friend as a review.

MATERIALS 2

Construction paper

ACTIVITY 3 Suggested Subject Area: Social Studies

Make up Who Am I? riddles. Share with the class. Class try to guess who each person is.

Or pantomime school workers. Class try to guess which worker is being shown.

Or play Match Game. Have names of jobs and what each worker does on cards. Shuffle and deal out cards. Players try to make matches by "fishing" from neighbor or drawing and discarding. Player with most matches wins.

MATERIALS 3

CONCEPTS

All people work. People do different kinds of work. All work is meaningful. Work is pleasant and satisfying.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to describe three jobs they do at home and school and illustrate how their jobs help their family and their school.

   A. Test Description: Small group discussion
   Teacher Directions: Group students into small groups of four or five. Ask students to describe to their group three (3) jobs they do at home and three (3) jobs they do at school and tell how each of their home jobs help their family and how each of their school jobs help their school.

   B. Test Description: Draw a picture illustration of jobs done at home and at school.
   Teacher Directions: Ask students to draw a picture that illustrates three (3) jobs they do at home which helps their family and another picture that illustrates three (3) jobs they do at school which helps their school.

   C. Test Description: Role-playing jobs at home and school.
   Teacher Directions: Ask students to act out, three (3) jobs they do at home which helps their family and three (3) jobs they do at school which helps their school. (Test the students individually in front of the class).

RESOURCE PEOPLE

FILMS

"Our Family Works Together", MP 1228 IMC

FILMSTRIPS

FIELD TRIPS

BOOKS

Text: Music Round the Town, Follett

SUPPLIES

Cards with WORK and JOB printed on them.

Paper with manuscript lines at bottom, room for picture at top.

Charts with children's listing of Jobs I Do at Home

Manila drawing paper

Old magazines
Long sheet of paper
Scissors
Paste or glue

Coat hangers, wooden sticks, or drinking straws
String

GRADE 1

ACTIVITY 1 Suggested Subject Area: Reading, Social Studies

Hold up a card with the word WORK printed on it. Ask: "Can you read this word?" "What is work?" "Can you show us with actions only how someone works?"

Have several children pantomime working while the rest of the class guesses what they are doing.

Ask, "Now who can show a way that you work at home?" Give several children a chance to show working at home--ask other children to guess what the actor is doing.

Make a list together of Jobs I Do at Home. List them on the board as they are suggested by the children. Transfer to a chart for future reference.

MATERIALS 1

Card with WORK printed on it

ACTIVITY 2 Suggested Subject Area: Social Studies, Music

Review the word WORK. Ask if anyone can read the word JOB. Have children read chart listing Jobs I Do at Home. Discuss why you work at home.

Sing to tune of "Here We Go Round the Mulberry Bush" verses about jobs children have listed. Children do motions for each verse.

MATERIALS 2

Cards with WORK and JOB printed on

Charts with children's listing from yesterday's lesson.

1.3 FAMILY WORKERS AND HELPERS - Jobs I Do at Home

GRADE 1

ACTIVITY 3 Suggested Subject Area: Social Studies

Show and discuss the film "Our Family Works Together"

MATERIALS 3

Film:
"Our Family Works Together"
--MP 1228 IMC

ACTIVITY 4 Suggested Subject Area: Art

Review some of the jobs people do at home. Have each child make a picture of himself working at home.

Put completed pictures on the bulletin board with the caption:
WE WORK AT HOME or JOBS AT HOME

MATERIALS 4

Manilla Drawing paper
Crayons

RESOURCE PEOPLE

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

SUPPLIES

Soft playground balls
(one for each 8 - 10 students)

Charts:
Jobs I Do at School
Being Good Workers

Paper with manuscript lines at bottom, room for picture at top

Crayons

ACTIVITY 1 Suggested Subject Area: Social Studies

We have talked about jobs at home. Now can you think of some jobs you do at school? Make a list. Encourage such things as helpers, listening, writing, math, etc. Put on a chart.
What suggestions can you make to help us be good workers at school? Write on board. Ask someone to read each one back.

Discuss "Why do we work at school?" Ask students to watch for ways people work at school.

MATERIALS 1

ACTIVITY 2 Suggested Subject Area: P. E., Social Studies

Read and review chart, Jobs I Do at School. Review chart on Being Good Workers.

Play game How Do I Work at School? Children in a circle. Leader at center bounces ball to a circle member. If he can name a job he does at school he can take the leader's place. Be sure everyone gets a turn to answer.

MATERIALS 2

Soft playground balls - one for each 8 - 10 students

Charts: Jobs I Do at School
Being Good Workers

ACTIVITY 3 Suggested Subject Area: Art, Writing

Have each child make a picture of himself or someone else working at school. Write a title for the picture on the lines at the bottom of the page.

Display pictures with a caption such as WE WORK AT SCHOOL.

MATERIALS 3

Paper with manuscript lines at bottom, room for picture at top.

Crayons

CONCEPTS

Family members work at home to help the family. Families divide the work so they can get the necessary work done more efficiently.

Family members usually do the jobs they know how to do best. Family members depend upon each other and each member needs to be responsible.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Children will be able to describe two examples of work done by each member of the family.

   A. Test Description: Small group discussion
   Teacher Directions: Group students into small groups of four or five. Ask students to describe to their group two (2) examples of work done by each member of the family.

   B. Test Description: Draw-a-picture illustration of work done by family members.
   Teacher Directions: Ask students to draw one picture for every family member which illustrates two (2) examples of work done by each member of the family.

   C. Test Description: Role-playing work done by family members.
   Teacher Directions: Ask students to act out two examples of work done by each member of the family. (Test the students individually in front of the class.)

RESOURCE PEOPLE

FILMS

SUPPLIES

Manila paper
crayons
old magazines
long sheets of paper
scissors
paste or glue
coat hangers or wooden sticks or drinking straws
string

FILMSTRIPS

*"Family Members Work", Singer
(CA Center)

FIELD TRIPS

BOOKS

Favorite Poems Old and New, Doubleday
(School Library)

Text: Music Round the Town, Follette

*SRA Resource Unit: Families At Work
(CA Center)

*CA Center Furnishes

1.3 FAMILY WORKERS AND HELPERS - Jobs I Know At Home

GRADE 1

ACTIVITY 1 Suggested Subject Area: Art, Language Arts

Ask children to make a picture of someone in their family working at home. When pictures are finished ask children to tell about their pictures. Ask: Who is doing the work? What is he/she doing? How does this help the family?

Teacher might label each picture with caption such as: Mother Cooks Dinner, Father Vacuums Rug, etc. Display pictures on bulletin board.

Ask the children to watch for jobs people do at home.

MATERIALS 1

Manila paper
Crayons

ACTIVITY 2 Suggested Subject Area: Social Studies, Lang. Arts

Discuss pictures children made of family members. Try to think of other jobs people in families might do.

Roleplay jobs family members do - other children try to guess who the actor is and what he is doing. Encourage the girls to play their fathers and boys to play their mothers working.

Read poems "Setting the Table" by Dorothy Aldis and "I Like Housecleaning" by Dorothy Brown Thompson".

MATERIALS 2

Pictures children made previously

Book:
Favorite Poems Old and New
-- Doubleday

89

Setting the Table
--Dorothy Aldis

Evenings
When the house is quiet
I delight
To spread the white
Smooth cloth and put the flowers on the table.

I place the knives and forks around
Without a sound.
I light the candles.

I love to see
Their small reflected torches shine
Against the greenness of the vine
And garden.

Is that the mignonette, I wonder,
Smells so sweet?

And then I call them in to eat.

I Like Housecleaning
--Dorothy Brown Thompson

It's fun to clean house.
The food isn't much,
And paint's all about
That we musn't touch;
But strange stored-away things,
Not like everyday things,
Make marvelous playthings
From attics and such.

The boxes come out
From closets and chests,
With odd sorts of clothes
Like old hats and vests,
And photographed faces,
And ribbons and laces,
And postcards of places,
And cards left by guests.

Then Mother says, "Throw
The whole lot away!"
And Father says, "Wait -
I'll need this someday."
But either way's meaning
A chance to go gleaning
Among the housecleaning
For new things to play.

ACTIVITY 3 Suggested Subject Area: Social Studies

Ask, "Why do people need families?" Encourage children to talk about problems they might have if people didn't have families. Then show the filmstrip "Family Members Work". Discuss.

Play game "I Saw". First child begins: Last night (or this morning) at home I saw father mowing the lawn, mother cooking, etc. (names one). Second child repeats first and adds his own "I Saw". This continues until children can't remember, then start new chain.

MATERIALS 3

Filmstrip:
"Family Members Work" , Singer
(CA Center)

ACTIVITY 4 Suggested Subject Area: Reading, Listening

Read story "Gone is Gone" by Wanda Gag. Talk about what would happen in their family if people exchanged jobs.

Act out this situation: Father, Mother, and two children each with a pan cook separate dinners on the stove and each washes his own dishes after the meal.

Discuss: Why isn't this a very good way for families to do? How could the work be divided to be more efficient?

Act out a better way, same number of family members. Discuss: Why did this work better? What other examples can you think of where families divide the work so more gets done?

MATERIALS 4

Story:
"Gone is Gone" by Wanda Gag
--SRA Resource Unit
Families at Work, Page 45

ACTIVITY 5 Suggested Subject Area: Art, Social Studies

Have children find as many pictures as they can of families working. Paste on one long sheet of paper to form mural. Discuss title for mural - jobs they can see in the pictures.

Or--

Make mobiles with pictures of family members working - show what happens when one member is taken off the mobile.

MATERIALS 5

Old magazines
Long sheet of paper
Scissors
Paste or glue

Coat hangers, wooden sticks, or drinking straws
String

ACTIVITY 6 Suggested Subject Area: Social Studies

Sing "Picnic in the Park" page 39.

Divide class up into groups of 4 or 5, each group to represent a family. Tell class: Your family is going on a picnic. Each family talk about what work needs to be done and who will do it. Choose roles and be ready to share with the class.

As groups report, teacher could record on the blackboard the responses by categories: Father's jobs, Mother's jobs, Children's jobs.

MATERIALS 6

Text: Music Round the Town --Follett

CONCEPTS

Many workers come to our home to provide goods or services. Many people help our family get the things they need.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Children will be able to describe four workers who come to their homes and illustrate why each is important to the family.

   A. Test Description: Small group discussion
   Teacher Directions: Group students into small groups of four or five. Ask students to describe to their group four (4) workers who come to their homes and tell why each is important to the family.

   B. Test Description: Draw a picture illustration of workers who come to one's home
   Teacher Directions: Ask the students to draw pictures of four (4) workers who come to their houses, illustrating why eahc is important to the family.

   C. Test Description: Role-playing workers who come to one's home.
   Teacher Directions: Ask the students to act out the roles of four (4) workers who come to their homes, showing why each one is important to their family.

RESOURCE PEOPLE

Intermediate students
for writer helpers
(if desired)

FILMS

"Helpers In Our Community", MP 1089 IMC

FILMSTRIPS

* "Our Community Workers", Taylor AV
* "Moving Into a House", SVE (with Cassette)
* "Moving Into an Apartment", SVE (with Cassette)
(CA Center)

FIELD TRIPS

BOOKS

Texts: This Is Music, Allyn and Bacon
Music for Young Americans, 1,
American Book Company
Singing Fun, Webster

*What Will I Be From A to Z, National Dairy Council
(CA Center)

SUPPLIES

Tongue depressors
Tagboard pieces 4" x 8"
Large cardboard box for
puppet theater
Math worksheet about helpers

*Picture Packet - Community Helpers
*Packet - Songs for the Flannelboard,
My Community - Washington School
Supply
(CA Center)

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Show and discuss filmstrip: "Our Community Workers".

MATERIALS 1

Filmstrip:
"Our Community Workers", Taylor AV
(CA Center)

ACTIVITY 2 Suggested Subject Area: Social Studies

Read poem "Doorbells" by Vivian G. Gouled.

Discuss people who come to the children's homes. List these people, then try to decide which ones come to their homes to work. Some workers include:

- water reader
- TV repairman
- milkman
- postman
- garbage collector
- cosmetics sales ladies
- mail delivery
- plumber, etc.

What do these people do? Why are they important?

Ask children to try to find any other workers who come to their homes and find out what these people do.

MATERIALS 2

Doorbells by Vivian G. Gouled

When the doorbell rings
It's hard to know
Who's standing there,
Until you go.

It might be a friend
Who has come to play,
Or the postman with letters
From far away.

It might be the breadman
Who's ringing the bell,
With cup cakes and pies
And cookies to sell.

It might be a workman
With new things to do.
But whoever is there
May bring fun to you.

ACTIVITY 3 Suggested Subject Area: Social Studies

Show and discuss filmstrips: "Moving Into a House" and "Moving Into an Apartment".

MATERIALS 3

Filmstrips and Cassettes:
"Moving Into a House"
"Moving Into an Apartment"
--SVE (CA Center)

ACTIVITY 4 Suggested Subject Area: Social Studies, Art

Plan a puppet show to tell what each worker discussed in Activities two and three does to help our family.

Demonstrate making stick puppets. Let children choose worker they want to make. Select a committee to make the puppet stage from a box with an opening cut i the front. Select someone to make the family. Select a committee to prepare the background.

Let children work on puppets. Review if necessary what each worker does, how he dresses and what tools he might use.

MATERIALS 4

Tongue depressors or popsicle sticks
Tagboard, pieces 4" x 8"
Large cardboard box

ACTIVITY 5 Suggested Subject Area: Language, Writing, Spelling

After puppets are finished have children write a story about the worker as if he were telling it about himself. If children need help with spelling and writing, perhaps some intermediate children could come and help get the stories written down. Each story should tell the name of the worker, what he does and how this helps our family.

Share stories -- show puppets. Put stories together to make a book.

Sample story: I am a garbage man. I take your trash away.
I have a big truck. I help keep Boise clean.

MATERIALS 5

paper, pencils
puppets from Act. 4

Some older children to be writing helpers

ACTIVITY 6 Suggested Subject Area: Music

Sing some of the following songs about workers who come to my home. Some of the songs could be used in the puppet show.

"Workers in Our Town" (p.72) and "Friendly Town" (p. 26) This Is Music. "Our Milkman" (p.51) and "The Bakery Truck" (p. 52) Music For Young Americans; "The Paperboy" (p. 33) Singing Fun.

MATERIALS 6

Texts:
This Is Music, Allyn and Bacon

Music for Young Americans, 1, ABC

Singing Fun, Webster

ACTIVITY 7 Suggested Subject Area: Social Studies

Show and discuss film "Helpers In Our Community".

MATERIALS 7

Film:
"Helpers In Our Community"
MP 1089 IMC

ACTIVITY 8 Suggested Subject Area: Language, Speaking

Learn stanzas one and four of the poem "Doorbells". (Activity 2)
Do as a choral reading (line by line - girls - boys)

Practice what each worker puppet might say to Mother or Father or sister or brother. Divide workers into 4 groups. Let each practice with a family member. Groups help each other do a good job.

Discuss together how we can do a good job of sharing. Make a chart.
Sample script: (Encourage spontaneous telling rather than memorizing)
Postman rings bell or knocks. Mrs. Smith appears. Postman: "Hello, Mrs. Smith. I have three letters for you today." Mrs. Smith: "Thank you, Mr. Green. Will you take these letters to the post office, please? You are a very helpful postman."

MATERIALS 8

ACTIVITY 9 Suggested Subject Area: Language, Social Studies

Review chart on ways to be a good puppeteer. Share puppet show with parents or another class.

MATERIALS 9

Puppets and Puppet Theater made previously

ACTIVITY 10 Suggested Subject Area: Math

Make up story problems about workers. Read and do together.

Example: 1 postman and 2 garbagemen make how many helpers in all?

The postman has 4 letters for Jane, 2 letters for Father. How many letters in all?

MATERIALS 10

Worksheet about workers who come to our homes.

ACTIVITY 11 Suggested Subject Area: Reading

In this packet there are 12 pictures of community helpers: ice cream man, TV repairman, newsboy, street cleaner, milkman, parcel delivery, nurse, librarian, policeman, firemen, telephone man, and mailman.

This activity can be done in one day discussing each picture briefly, or over a period of weeks if each suggestion from the resource guide is used. Use as many of these suggestions as you feel is worthwhile in conjunction with other activities.

MATERIALS 11

Picture Packet:
"Community Helpers", Troll Assoc.
(CA Center)

ACTIVITY 12 Suggested Subject Area: Social Studies, Reading, Writing

Try to think of jobs for every letter of the alphabet. Put on a big chart, or on separate sheets of paper. Have children choose one job to illustrate.

This might be a good sharing idea for another class. Each child show picture and name jobs.

MATERIALS 12

Paper, crayons

ACTIVITY 13 Suggested Subject Area: Music

Sing the songs from the Packet, "My Community". The packet contains flannelboard pictures, music sheets, a record, and a teacher's resource unit. There are many good ideas and suggestions in this unit. Use as many as you feel are helpful.

MATERIALS 13

Packet:
"My Community"
Songs for the Flannelboard
(CA Center)

ACTIVITY 14 Suggested Subject Area: Reading, Listening

Read several poems from What Will I Be From A to Z to the children. After each, have children decide if this describes a worker who might come to his home.

MATERIALS 14

Book:
What Will I Be From A to Z
--National Dairy Council
(CA Center)

CONCEPTS

Family members work outside the home. Many jobs are available to people. Jobs require different kinds of training. Some workers use tools to help them do their jobs.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to describe seven different occupations of relatives of students in the class.

   A. Test Description: Role-playing occupations of relatives of students in the class.
   Teacher Directions: Ask the students to act out seven (7) occupations of relatives of students in the class. (Test the students individually in front of the class.)

   B. Test Description: Small group discussion
   Teacher Directions: Group students into small groups of four or five. Ask students to describe to their group seven (7) different occupations of relatives of students in the class.

   C. Test Description: Draw a picture illustration of occupations of relatives of students in the class.
   Teacher Directions: Ask students to draw seven (7) pictures illustrating the occupations of relatives of seven (7) classmates.

RESOURCE PEOPLE

Parents, other family members

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

Texts: Music Round the Town, Follett
Singing Fun, Webster

SUPPLIES

*Record: When I Grow Up
(CA Center)

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Art, Social Studies

MATERIALS 1

Paper, crayons

Ask children to make a picture of someone in their family who works at a job outside the home. Show the person as he looks when he is working.

Discuss the jobs shown. Label the pictures with a marker and display.

ACTIVITY 2 Suggested Subject Area: Language, Social Studies

MATERIALS 2

Discuss the jobs that family members do. Talk about things workers need to know, specific and general. Discuss why people work.

With the children, make up some questions they would like to ask a family member so everyone can know more about these jobs.

Some questions might be: What is your job? What do you do at your job? Do you like your work? Do you use tools?, etc.

Teacher can ditto these off, or have children copy to take home as a reminder so they can report back about family member's job.

ACTIVITY 3 Suggested Subject Area: Language

MATERIALS 3

paper, pencils

Share orally what they found out about their family member's jobs. Write an experience story to summarize jobs of family members.

ACTIVITY 4 Suggested Subject Area: Music

Sing "My Father" (p. 32 Music Round the Town) and "How Many People Live at Your House?" (p. 49 of Singing Fun)

MATERIALS 4

Texts:
Music Round the Town, 2 - Follett

Singing Fun, Webster

ACTIVITY 5 Suggested Subject Area: Language, Social Studies

Read experience chart. Talk again about reasons family members work.

Discuss inviting some family members in to tell the class about their work and maybe show their tools and working clothes.

Make invitations. Set time and send invitations home.

MATERIALS 5

ACTIVITY 6 Suggested Subject Area: Social Studies, Music

Discuss manners when family members come. Make a chart together stressing courtesy and good listening.

Think together of some questions we might ask our visitors.

Sing: "I'll Listen" (page 55)

MATERIALS 6

Text:
Singing Fun, Webster

ACTIVITY 7 Suggested Subject Area: Social Studies

Have speakers tell about their jobs. Perhaps have four or five groups of children. Have groups move to each of four stations. Stations might have several speakers, or have speakers move from one group to another.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent", "Questions for Group Conferences" from appendix of this book.

MATERIALS 7

Resource Persons:
Parents or other family members as resource people.

ACTIVITY 8 Suggested Subject Area: Social Studies

Have students make up a riddle about one of the jobs they heard about when speakers came to class.
Or--
Roleplay the jobs. Have class guess what worker actor is showing.
Or--
Act out a scene when father or mother comes home at night telling about his or her workday to another family member.

MATERIALS 8

List of jobs of family members on a chart.

ACTIVITY 9 Suggested Subject Area: Music

Play the record "When I Grow Up". Ask students afterward to name the occupations mentioned in the record and something about each.

MATERIALS 9

Record:
"When I Grow Up"
(CA Center)

1.4 MODELS WHO PROTECT OUR HEALTH AND HYGIENE

CONCEPTS

Doctors help people stay healthy and provide treatment for people who are injured or ill. Dentists help people learn to care for their teeth and provide treatment for tooth decay and other teeth and mouth problems. Hospitals have many workers who help people who are injured or ill. Barbers and Hairdressers help men and women look more attractive. Sanitation workers help keep our city neat and clean by collecting trash and doing other clean-up jobs.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The student will be able to describe five workers who protect our health or hygiene and be able to illustrate how each of these workers helps to protect our health and hygiene.

   A. Test Description: Individual conferences with each
   Teacher Directions: Ask each student to name at least five workers who protect our health and hygiene and tell how each of these workers helps to protect our health and hygiene.

   B. Test Decription: Draw-a-picture illustration of workers who protect our health and hygiene.
   Teacher Directions: Give each student five pieces of blank paper and crayons. Ask them to draw pictures of five workers who protect our health and hygiene, illustrating how each of these workers helps to protect our health and hygiene.

2. The student will be able to suggest things he can do to help himself stay clean and healthy.

   A. Test Decription: Make posters showing ways to stay healthy.
   Teacher Directions: Refer to Activity #4.

   B. Test Decription: Oral reports
   Teacher Directions: Ask each student to give an oral report to the class suggesting things he can do to help himself stay clean and healthy.

   C. Test Description: Small group discussion
   Teacher Directions: Group the students into small groups of four or five, to ask them to share with their group suggestions they have on ways they can help themselves stay clean and healthy.

1.4 MODELS WHO PROTECT OUR HEALTH AND HYGIENE - Doctors and Dentists GRADE 1

RESOURCE PEOPLE

Doctor or School Nurse
Dental Hygienist
(Mrs. Erebo)

FILMS

FILMSTRIPS

* "Hospital Workers" - SVE
(CA Center)

FIELD TRIPS

BOOKS

* I Want to Be a Doctor
* I Want to Be a Dentist
--Children's Press (CA Center)

Text:
All About You
--Lyons and Carnahan

SUPPLIES

* Doctor Kits
* Nurse Kits
(CA Center)

Tongue depressors
Stethoscope
Other instruments (for display)
X- rays of body and mouth
Poster paper
Crayons or paints

* Spirit Masters:
Doctor
Dentist

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Show the filmstrip "Hospital Workers". Have children count the number of different workers they see. Record the number.

Show the filmstrip again, without sound, and talk about the pictures. Try to think of other workers who might help to keep us healthy.

MATERIALS 1

Filmstrip:
"Hospital Workers"
--SVE (CA Center)

ACTIVITY 2 Suggested Subject Area: Reading, Social Studies

Read the book I Want to Be a Doctor to the students.

Role-play a visit to the doctor's office. Let several children be the doctor and patient.

Talk about the doctor's work. What does he do? How does he help us?

Divide students into groups of three. Let groups pretend to be doctor, nurse and patient. Doctor should help the sick person get well and make suggestions about keeping healthy.

MATERIALS 2

Book:
I Want to Be a Doctor
--Children's Press (CA Center)

Doctor Kits
Nurse Kits
Tongue Depressors

ACTIVITY 3 Suggested Subject Area: Social Studies, Health

Invite a doctor to come speak to the class. Ask him to bring instruments, X-rays, etc.
or
Invite school nurse to speak to the class. Show doctor's instruments, X-rays (if possible). Doctor or nurse could make suggestions to help children stay healthy.

Be sure to leave time for children to ask questions.

Review the sections "Interviewing", "Communicating With Talent", "Resource Talent" and "Questions for Group Conferences" from the appendix of this book. They should be helpful in preparing your students for a presentation by a resource person.

MATERIALS 3

Resource Person:
Doctor or School Nurse

Stethoscope
Other instruments
X-rays

ACTIVITY 4 Suggested Subject Area: Health, Art

Read and discuss pages 62 - 66 of Health Text: All About You.

Make posters showing ways to stay healthy.

MATERIALS 4

Text:
All About You, Lyons and Carnahan

Poster paper
Crayons or Paints

ACTIVITY 5 Suggested Subject Area: Health, Social Studies

Invite school dental hygienist to come and talk about dental hygiene.

Demonstrate proper brushing techniques.

Have children bring baby teeth to show. Put a tooth in vinegar or coca-cola to see what might happen. Check each day.

MATERIALS 5

Resource Person:
Dental Hygienist, Mrs. Erebo

ACTIVITY 6 Suggested Subject Area: Health, Social Studies

Read in Health Text pages 67 - 71.

Discuss visits to the dentist the children have made.

Give children an opportunity to play at being a dentist. (Be sure they wash their hands first.)

Read the book I Want to Be a Dentist.

MATERIALS 6

Text:
All About You
--Lyons and Carnahan

Book:
I Want to Be a Dentist
--Children's Press (CA Center)

ACTIVITY 7 Suggested Subject Area: Health, Art

Give each student a copy of the Dentist and/or Doctor. Talk about these with the class, especially the work done by each and how they help people. Students might color the papers, or parts of them.

MATERIALS 7

Spirit Masters: (CA Center)
Dentist
Doctor

1.4 MODELS WHO PROTECT OUR HEALTH AND HYGIENE - Hospital Personnel GRADE 1

RESOURCE PEOPLE

Hospital Staff Worder
(If field trip is not taken)

FIELD TRIPS

To St. Alphonsus Hospital (if desired)

FILMS

FILMSTRIPS

* "Hospital Workers"
--Community Workers and Helpers, SVE

BOOKS

SUPPLIES

Paper
Crayons

*Spirit Masters (CA Center)
Nurse
Druggist

*CA Center Furnishes

1.4 HEALTH AND HYGIENE - Hospital Personnel

GRADE 1

ACTIVITY 1 Suggested Subject Area: Health, Social Studies

MATERIALS 1

Talk about visits children have made to the hospital, or what they know from television, etc.

Why do people go to hospitals?
What happens at a hospital?

Try to list workers at the hospital from children's experiences.

How do patients get food?
Who cares for people who are sick?

ACTIVITY 2 Suggested Subject Area: Health, Social Studies

MATERIALS 2

Filmstrip:
"Hospital Workers"
- Community Workers and Helpers, SVE (CA Center)

Show filmstrip "Hospital Workers" again.

Discuss how the various jobs help people who have to be in the hospitals.

ACTIVITY 3 Suggested Subject Area: Health, Social Studies

Field trip to a hospital, or have a speaker from hospital staff.

Discuss the workers seen at the hospital or mentioned by the speaker.

Review for field trip or for guest speaker from appendix of this book.

MATERIALS 3

Field trip to St. Alphonsus Hospital
or
Guest Speaker from Hospital

ACTIVITY 4 Suggested Subject Area: Art

Make pictures of hospital workers. Have filmstrip available for individual review.

Teacher could caption pictures for children. Display pictures.

MATERIALS 4

Paper
Crayons

Filmstrip:
"Hospital Workers"
--Community Workers and Helpers, SVE

ACTIVITY 5 Suggested Subject Area: Health, Art

Give each student a copy of the nurse and/or druggist. Talk about these with the class, especially to help them understand the work done by each, and how they help people. Students might color the papers or parts of them.

MATERIALS 5

Spirit Masters:
Nurse
Druggist

1.4 MODELS WHO PROTECT OUR HEALTH AND HYGIENE - Barbers and Hairdressers GRADE 1

RESOURCE PEOPLE

Barber
Beautician

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

SUPPLIES

Pocket combs - one per student
Hand mirrors
paper
pencils
art materials

*Spirit Masters:
Barber
Hairdresser

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies, Health

Discuss the work of the barber and the hairdresser or beauty operator.

How do these workers help people?
Why do people go to barbers and beauty shops?
What do these people do?
(Let children share their experiences)

Let children choose partners to play at being a barber or hairdresser. Stress the importance of using their own combs, washing hands when they are finished.

MATERIALS 1

Pocket combs - one per student
Hand mirrors

ACTIVITY 2 Suggested Subject Area: Social Studies, Health

Invite a barber to come and talk about his work -- maybe even trim a student's or another teacher's hair. (If you have a student's hair trimmed, be sure to get parent's permission first.)

Encourage children to ask questions.

Review for guest speaker: "Communicating With Talent", "Resource Talent", and "Questions for Group Conferences" from appendix of this book.

MATERIALS 2

Resource Person:
Barber

ACTIVITY 3 Suggested Subject Area: Social Studies, Health

Invite a beauty operator to come and talk to the children -- maybe set or comb one of the student's hair. Discuss grooming for children.

Review for guest speaker as in Activity 2.

MATERIALS 3

Resource Person:
Beautician

ACTIVITY 4 Suggested Subject Area: Music

Sing to the tune of "Mulberry Bush" songs about the barber and hairdresser. Encourage students to make up verses and act them out.

Make up words for tune "Did You Ever See a Lassie?"
Act out what a barber and hairdresser might do.

MATERIALS 4

ACTIVITY 5 Suggested Subject Area: Language

Ask children to write a story or a poem about the barber or hairdresser. If desired, this could be a group project.

If done individually, share stories orally in small groups.

Make a picture to illustrate the story.

Together make a chart of good grooming reminders.

MATERIALS 5

Paper and pencils.

ACTIVITY 6 Suggested Subject Area: Health, Art

Give each student a copy of the barber and/or the hairdresser. Talk about these with the class, especially the work done by each and how they help people. Students might color the papers or parts of them.

MATERIALS 6

Spirit Masters:
Barber
Hairdresser

1.4 MODELS WHO PROTECT OUR HEALTH AND HYGIENE - Sanitation Workers GRADE 1

RESOURCE PEOPLE

Speaker from Sanitation Department

FIELD TRIPS

FILMS

"Community Keeps Healthy", 11 min. color
--MP 1036 IMC

"Community Keeps House", 11 min. color
--MP 1037 IMC

FILMSTRIPS

BOOKS

Stuart Little, by E.B. White
(School LIbrary)

SUPPLIES

Paper
Crayons

ACTIVITY 1 Suggested Subject Area: Social Studies

Show and discuss the film "Community Keeps Healthy". (11 min. color)

See how many different kinds of workers the children can name that were seen in the film.

If possible show large pictures of uncollected garbage.
Ask: "What is the problem here?"
"What can be done about this problem?"
"Who can help?"

MATERIALS 1

Film:
"Community Keeps Healthy"
--MP 1036 IMC

ACTIVITY 2 Suggested Subject Area: Social Studies

Find out what time the garbage is collected at school. Arrange to watch the pick-up and talk to the drivers about their work.

Read from Stuart Little, by E. B. White the section which tells about Stuart's adventures with the garbage.

Discuss his trip. Compare with Boise's disposal service.

MATERIALS 2

Book:
Stuart Little, by E.B. White
(School Library)

ACTIVITY 3 Suggested Subject Area: Social Studies

Show and discuss the film "Community Keeps House". Discuss how people can help keep our city neat and clean. How we can keep our school clean.

Clean out desks. Do some picking up around the school.

MATERIALS 3

Film:
"Community Keeps House"
--MP 1037 IMC (11 min. color)

ACTIVITY 4 Suggested Subject Area: Art

Make posters to remind people about littering.

Put posters up in school halls.

MATERIALS 4

Paper and Crayons

ACTIVITY 5 Suggested Subject Area: Social Studies

Invite a speaker from the City Sanitation Department to talk about street cleaning, sewage treatment and other sanitation services.

Review for Guest Speaker: "Communicating With TAlent","Resource Talent" and "Questions for Group Conferences" from appendix of this book.

MATERIALS 5

Resource Person:
Speaker from Sanitation Department

1.4 HEALTH AND HYGIENE - Conclusion

GRADE 1

ACTIVITY 1 Suggested Subject Area: Social Studies

Review the workers studied in this Health and Hygiene Unit.

Ask students to pantomime the work done by one of these workers. The rest of the class will try to guess. As correct guess is made ask students to tell why each worker is important.
or
Make stick puppets. Have children work in groups. Put on a puppet show about the workers.

MATERIALS 1

Tongue depressors
Boxes for puppet theater